



**2022-2023 Strategic Compensation Fellowship and Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, February 4, 2022**

NOGA ID

Authorizing legislation **ESEA as amended by P.L. 114-95, ESSA, Title II, Part A, Section 2101(c)(4)(A)**

This LOI application must be submitted via email to **competitivegrants@tea.texas.gov**.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, February 4, 2022**.

Application stamp-in date and time

Grant period from **April 15, 2022 to June 30, 2023**

Pre-award costs are **not** permitted for this grant.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Current salary pay scale as detailed on page 5 of the program guidelines
3. Attachment A

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are **not** permitted for this grant.

Pathway Selection

Please select **ONE** pathway.

- Pathway 1 Pathway 2 Pathway 3 (ESCs only)

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Strategic Compensation Fellowship and Grant Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Strategic Compensation Fellowship and Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that they understand and agree to make all efforts to make salary updates to their current compensation system, to align with the goals of rewarding and recruiting high-quality teachers. LEAs assure that any changes will apply to all teachers in the district.
6. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that they will make available to the public the following items: Engagement Reports, Strategic Compensation Options and Compensation Handbook
7. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that it will remain in compliance with all requirements related to the Teacher Incentive Allotment.
8. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that this Letter of Intent has the support of the superintendent and other relevant senior LEA officials.
9. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that they will make every effort to publish materials and make them publicly available for stakeholders and other districts.
10. **All Applicants:** The LEA or ESC assures that it will make every effort to hire a staff member by August 15, 2022, to serve as the primary point of contact and implementer of this grant.
11. **All Applicants:** The LEA or ESC, on behalf of partnering LEAs, assures that its Chief Financial Officer (CFO), or applicable role, will remain aware of this work and involved in matters related to compensation and finance. Additionally, the LEA assures that the CFO will join quarterly check-ins where there are financial matters to discuss, including relevant milestones.
12. **Pathway 1 or 2 Applicants only:** The LEA assures that a Senior Leader, who reports to the Superintendent, will be identified to oversee this work and will meet quarterly with the TEA program to review outcomes, milestones, and obstacles.
13. **Pathway 2 Applicants only:** The LEA assures that they will submit an application for Cohort E Teacher Incentive Allotment and work to meet all TIA requirements.

Statutory/Program Assurances Cont'd

- 14. **Pathway 3 Applicants only:** The ESC assures that a Senior Leader will be identified to oversee this work and will meet quarterly with the TEA program to review outcomes, milestones, and obstacles. ESC will also work to identify a senior leader at each partnering district.
- 15. **Pathway 3 Applicants only:** The ESC assures to provide ongoing support to identified LEAs and to work to maintain a cohort of at least three LEAs.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The budget for this grant will meet the needs of Tenaha ISD in funding a dedicated position to create a Strategic Compensation Coordinator who will be charged with using all available funds from the Teacher Incentive Allotment as well as other local sources to create a unique competitive pay scale for Tenaha ISD for the 2024-2025 school year. This strategic compensation system will be based on multiple-measure evaluations which will provide compensation for teachers based on their performance across a variety of metrics not just based solely on seniority and additional duty stipends. In our proposal, Tenaha ISD is only asking for \$64,600 to apply toward the salary of this coordinator. Tenaha ISD will pay \$16,152.00 toward that salary along with any necessary supplies and travel associated with the position.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Tenaha ISD is a very small rural school district in East Texas. Our student population is currently 473 students on our PK3 - 12 campus. 91.12% of our student population is economically disadvantaged and 65.75% of our students are coded as at risk in PEIMS. Tenaha ISD is comprised of one campus. Our school is situated in Tenaha, Shelby County, Texas. According to US Census estimated population for 2019 was 1,146. According to the Small Area Income and Poverty Estimates for 2020, Tenaha ISD has a population of 2,286 with 439 being students between the ages of 5-17. The average median income for Shelby County, Texas, is between \$37,000 and \$41,000 per family. All of this data, simply means Tenaha ISD is located in a small, rural, low economic area that has no businesses or industry to attract families to the area. This makes the job of recruiting and retaining teachers a near impossible task. Each year, our district struggles to hire certified teachers in all areas. Tenaha ISD has had a job position for a Special Education certified teacher posted for the entire 2021-2022 school year and no applications. The district is currently in Cohort E of the Teacher Allotment Initiative. Everyone in education knows that a truly great teacher can impact a student's academic and life trajectory. The district's goal is to design a strategic compensation plan to pay teachers based on their performance in the classroom. This will be a challenging goal because performance must be based on multiple factors not just one test given on one day. Tenaha ISD has a local committee that was started at the beginning of this year to begin investigating and designing a plan to implement with our Teacher Incentive Allotment; however, all the members of the committee have several other jobs that require their attention. The person hired by this grant would be able to spearhead the processes and devote their time and energy to designing, garnering support, and implementation of a strategic compensation plan that would allow the school to recruit, retain and reward the best certified teachers in our district. A job description will be posted as soon as the award is granted and a coordinator will be in place by August 1, 2022. Both a senior administration member and the Chief Financial Officer of the district will work and monitor the progress of this program. Both of these administrators report directly to the Superintendent.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
<p>Emily Lemoine - Chief Financial Officer at Tenaha ISD Terry Bowlin - Curriculum, Instruction, & Grants Management Coordinator Strategic Fellowship Grant Coordination - to be hired based on job description attached to this grant</p>	<p>Mrs. Lemoine has been the CFO for the past six years. She holds both a Bachelors and Masters Degree from Stephen F. Austin State University as well as being RTSBA Certified by TASBO. She is well versed in grant reporting. Ms. Bowlin has been employed by Tenaha ISD for the past 33 years in many capacities including principal, grant facilitator, and SPED director. She has worked in many grant programs including Reading First and the Texas Literacy Initiative.</p>

Goals, Objectives and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

As stated above recruitment and retention is a major obstacle at Tenaha ISD to providing the best certified teachers to our students. It is only February and we already know we will be replacing at least ten certified teachers. Although it is not always that many but most years it is at least five. Certified high school core teachers and special education teachers are almost non-existent in our area. Due to this, the district proposes to begin a new innovative compensation program for our area that will allow us to recruit, retain, and reward teachers who perform well in the classroom. By rewarding teachers with competitive, possibly six digit salaries, we can keep teachers in our district that provide an excellent environment for our students to grow academically and be able to compete in the workforce or colleges on an even footing with non-low income students. All of the details of our plan is still fluid and with the help of a dedicated coordinator provided by this grant, Tenaha ISD wants to design and implement an exemplary plan that will work for other small schools. It is a given that what works in larger schools many times is not feasible for small rural districts. As a part of our current Equity Plan on file, Tenaha has identified a root cause of our low performance as a failure to recruit and retain effective teachers. Milestones identified in our plan were delayed due to the COVID 19 panemic and all that was required in the 2020-2021 school year of the district. However, we are on track to develop a local teacher designation system and we are in Cohort E of the Teacher Incentive Allotment program. Our current payscale is based on seniority and the stipends are based on extra duties or hard to fill subject areas. A copy of these are attached to this grant application. The first job of the new coordinator will be to establish communication and trust with all departments in the school and the community. They will be the face of the program and will provide a path of two-way communication between all stakeholders. Also, the training and technical support offered to our district by the Texas Education Agency on our path to a sustainable strategic compensation plan will be immeasurable in helping our coordinator to design a one of a kind plan for small schools. Our coordinator will use TIA funding and other local support to design a system to reward the best teachers in the district based on a multifaceted multiple measure evaluation. The coordinator with the assistance of stakeholders will also be the point person to develop this evaluation that will reach all areas of our school district. Tenaha ISD, if awarded this grant, will have a coordinator hired and in place by August 1, 2022.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Tenaha ISD will ensure that all grant performance and evaluation measures are performed in a timely and accurate manner. Both the CFO and Senior Programmatic Leader have participated in many grants and have experience in all reporting requirements. The Coordinator will be hired and in place by August 1st. After hiring, a series of surveys and meetings will be scheduled with all stakeholders and groups to not only explain the purpose of our mission to but gather support and momentum for the process. After receiving the training and technical support provided by TEA and their independent providers, our coordinator will begin the search for the model that will work for a small rural school that will produce results that recruit, retain and reward teachers for making the commitment to work at our school and work with our low socio-economic students. Data will be carefully kept concerning vacancy and hiring before, during and after the plan is rolled out. A copy of our current salary scales is attached to this grant. As with any project of this nature, the plan will be revisited yearly after the first year of implementation in the 2024-2025 school year. The key to sustainability is to make adjustments and revisions as the nature of education, the performance measures and the students are ever changing. The Board of Trustees of Tenaha ISD is committed to rewarding teachers who exhibit high performance standards in the classroom and have adopted a Resolution in support of this grant application.

TEA Program Requirements

1. Strategic Compensation Planning: What role does compensation play in the district's teacher recruitment and retention strategy? Describe the current work and outcomes around teacher recruitment and retention. Include specific data points on each. What are the goals and current challenges for recruitment and retention? What strategies are currently being used to meet these goals? Describe the reporting structure for this work and how the applicant will ensure goals and decision making align with the timeline and district-level processes? How will the applicant ensure a high-quality candidate is selected for the Strategic Compensation Coordinator role? ESCs should respond based on planned work for districts.

Currently our teacher recruitment and retention has been dismal. Each year our applicant pool is smaller and smaller of qualified and certified applicants for our positions. Housing and economic development in our area is minimal and does not provide many avenues for housing and jobs for teachers families. The outlook for change in this area is slim. Therefore, our district hopes that by participating in Teacher Incentive Allotment, Cohort E along with this Strategic Compensation Fellowship Grant and the training and technical assistance that will be offered through the grant to be able to design an exemplar strategic compensation plan that will serve the needs of not only our small poor rural district but those of other districts in our position. Our district struggles to find certified teachers in all high school core classes and in the areas a special education. Just this year, 2021-2022, a posting for a special education position has been open all year and we have not had one single qualified applicant. As the upcoming year approaches, the district will have at least one fourth of our staff to replace. This grant will not alleviate those current problems, but it will give us a starting place to become a more attractive option to the best certified teachers for our students. Retaining the best teachers will be easier with a strategic compensation plan in place that increases salary for the best teachers and further gives other teachers incentive to improve their skills to also earn these rewards. Our district's timeline for this program will be as follows: 1) Coordinator hired and on the job by August 1, 2022; 2) model options, training, and development during year one of the grant; 3) engage departments, stakeholders and garner support for the plan during year one as well; 4) during year 2 of the grant any changes in management or training for the program will be implemented as well as final decisions on the model that will be rolled out during year 3; 5) during year 3 we implement the model and make any adjustments that will ensure sustainability. During all years of this grant, the Fellowship Grant Coordinator will report to and discuss all plans with the CFO and Senior Programmatic Leader who directly reports to the Superintendent. The Tenaha ISD Board of Trustees is committed to this program and has adopted a Resolution in support which is attached.

TEA Program Requirements Cont'd**1. Strategic Compensation Planning: Cont'd**

2. Payroll and Compensation Implementation: Pathway 1 and 2 applicants submit the current salary structure and method for calculating a teacher's salary and annual changes. Pathway 3 applicants should submit the current salary structure of their partnering districts and may provide additional narrative. All applicants must describe the organization of the payroll work and how the payroll team partners with other relevant teams, including finance, teacher recruitment, and school leaders. How will sustainability planning be approached? How will the applicant ensure all the grant timeline and all grant goals will be met?

A copy of our Salary Scales and Stipends are attached to this grant. At the current time, there is not any relevant partnering between the finance/payroll department and the teacher recruitment practices. A set salary schedule is based solely on years of experience and the salary is simply calculated based on a daily rate for the step and the number of days in the contract a teacher is assigned. However, our goal is to have a system that allows for a plan to be developed that involves all departments of the districts from administration and all employee groups as well as community stakeholders and allows for compensation to be based on a multifaceted multiple measure evaluation system for all teachers in the district. Our current compensation committee is comprised of administration and teachers from all areas and grade groups. Our plan is to use funding from the Teacher Incentive Allotment program along with local funds to devise a system that will enhance recruitment of the best certified teachers to our small rural school and that will make those teachers want to stay at our district due to the rewards of our compensation program. This compensation program will be based on what works for a small school not on what the larger districts are able to do. With our current system, we cannot compete with the salaries, benefits, and other attractions of the larger school district. Also, our community which as stated is in a very low socio-economic area cannot provide additional jobs for teachers families without having to commute to a neighboring area. The compensation program will be designed to allow for sustainability by our district. Tenaha ISD has a job description ready and waiting to post for the position of Fellowship Grant Coordinator as soon as the grant is awarded. A qualified candidate will be hired and on the job by August 1, 2022.

TEA Program Requirements Cont'd

2. Payroll and Compensation Implementation: Cont'd

[Empty text area for Payroll and Compensation Implementation]

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.

Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

Yes No

If you answered "No" to the preceding question, stop here. You have completed the section.

Are any private nonprofit schools participating in the program?

Yes No

If you answered "No" to the preceding question, stop here. You have completed the section.

5A: Assurances

The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
4. Total current-year program allocation or grant award	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment